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ABSTRACT

The final report of the Adult Basic Education (ABE) National Teacher Training Study opens with a comment on how little is known about ABE teacher training. Therefore this report is concerned with only the broad areas of need in the field. Four reports have been prepared and issued as a result of this project and are all summarized here. The literature review, the state of the art review, and the survey of educational needs are already available in RIE. The final report section presents some of the underlying thinking from which stem the four detailed recommendations offered and discussed. (BP)

ED 092734

Adult Basic Education National Teacher Training Study

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Final Report And Recommendations

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ADULT BASIC EDUCATION

NATIONAL TEACHER TRAINING STUDY

PART IV: FINAL REPORT
and

RECOMMENDATIONS

School of Education

and

Division for Continuing Education
University of Missouri-Kansas City

OEG-0-71-4556 (323)

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TABLE OF CONTENTS

Project Description ii
Project Staff iii
Advisory Council iv
Introduction v

Final Report and Recommendations 1

Part I: Review of Literature

Summary 3
Recommendations 4

Part II: State of the Art

Survey of State Directors 5
Survey of Model Training Programs . . . 6
Survey of Federal Agencies. 8

Part III: Survey of Teacher Training Needs

Summary 9
Recommendations 11

Part IV: Final Report and Recommendations

Environment 13

Students. 15

Models 17

Major Recommendations 18

Recommendation I 19

Recommendation II 22

Recommendation III 27

Recommendation IV 31

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PROJECT DESCRIPTION

In October, 1971, the U. S. Office of Education contracted with the University of Missouri - Kansas City to conduct a comprehensive national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators. Its major objectives were to determine the best practices currently in use, kinds of personnel trained, relative cost factors, and expressed needs in the field, as well as recommending a five-year plan as a management tool to guide the Office of Education in its future thinking, planning, and funding of adult basic education teacher training projects.

The study derived data from existing literature and previous studies, site visits, three nationwide surveys, and consultation with persons in the field. A National Advisory Council, comprised of adult educators representing diverse interests and backgrounds, provided initial direction and continuing support throughout the study.

Project activities included the following:

1. Compilation of a comprehensive review of literature in the field of adult basic education teacher training

2. A mail survey of State Directors of Adult Education in the 50 states and U. S. trust territories

3. A mail survey of 160 teacher training programs throughout the country, as well as 25 Federal programs with ABE monies

4. A random sample survey of twenty-three adult basic education programs, conducted on-site, to determine training needs as perceived by local ABE administrators, teachers and students

5. Site visits, meetings and personal interviews with adult educators concerned with teacher training

Study results are reported in the following four documents, to be released on separate dates between June and September, 1972:

1. Review of Literature
2. State of the Art Report
3. Survey of Teacher Training Needs
4. Final Report and Recommendations

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We are grateful to the following individuals for their valuable contributions to this Study. They helped to provide direction and feedback during the past months, as well as final review and recommendations regarding written reports of the Study results.

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INTRODUCTION

This document presenting the final report and recommendations of the Adult Basic Education National Teacher Training Study represents over eighteen months of effort in program designing, data collection, analysis, consultation and collaboration within the field and among its leaders and practitioners. Part IV summarizes briefly the first three reports including their specific recommendations. A discussion of some subjective impressions of the project staff are presented and finally, the major recommendations addressed to the U. S. Office of Education in regard to means and mechanisms for developing new strengths in the field of adult basic education.

The project staff acknowledges with gratitude the time and interest devoted to this project by members of its National Advisory Council. At the same time, those members are absolved of all responsibility for the reports and recommendations as that responsibility is assumed completely by the project staff. Also, the assistance of the USOE, Division of Adult Education has been generous and most useful in every phase of this study.

Finally, the project director expresses admiration for and appreciation to the staff members John Sherk, Donald Mocker, Lorraine Zinn, Martha Pritham and Patti Rhyne for their outstanding efforts and commitment to the purposes of this study. The contributions of each were many-faceted and essential to its ultimate completion and success.

George E. Spear
Project Director

FINAL REPORT AND RECOMMENDATIONS

The most singular discovery emerging from the nearly eighteen months of study devoted to this project is how little is known about Adult Basic Education teacher training by those most closely associated with it--its supporters, administrators, practitioners and participants. This problem attends all of adult education, but comes more quickly and sharply into focus with ABE staff development when systematic inquiry is made into existing circumstances and conditions. Its literature is scattered; its records imprecise or missing altogether; its costs uncalculated; its students and teachers uncounted and unknown; its objectives obscure; and its organization adrift.

With such an unlimited range of issues and problems to be addressed, the most formidable task in this fourth and final report becomes one of exercising restraint in summarizing findings and suggesting recommendations. Therefore, acknowledging that the list is in no way exhaustive, this document is confined and concerned primarily with the following broad areas of need in the field of ABE teacher training:

1. Central coordination and more clear definition of teacher training responsibilities on federal, regional and state levels.

2. Accurate and consistent record-keeping and reporting of teacher training activities so that future planning can be based on valid data and evaluations.

3. Development of career education opportunities in the field of Adult Basic Education, establishing it as a valid career choice.

4. Achievement of better knowledge and understanding of the range and diversity of ABE student characteristics and needs.

5. Development of and attention to the content and structure of ABE teacher training programs.

6. Building of sound knowledge and theory for ABE that can be applied at the local program level.

7. Identification of criteria of ABE personnel effectiveness for the purposes of recruitment and training.

Project Reports

Four reports, including this document, have been prepared and issued as a result of this study project:

PART I: REVIEW OF THE LITERATURE

PART II: STATE OF THE ART

PART III: SURVEY OF NEEDS

PART IV: FINAL REPORT AND RECOMMENDATIONS

Brief summaries of the three previously issued reports are presented here. Additional information may be secured through direct reference to those documents.*

*Reproductions of all documents are available, either in microfiche or xerox copy, from: ERIC/Clearinghouse in Career Education, 204 Gurler, Northern Illinois University, DeKalb, Illinois 60115

PART I: REVIEW OF THE LITERATURE

Summary

The Literature Review is a compilation of 278 abstracts of documents related to teacher training in Adult Basic Education, followed by an unannotated bibliography of an additional 134 documents which are also of significance to the field. Although it is quite comprehensive, it also appears to be the first review of its kind in the field; and, therefore, should not be considered a final document. It is presented, rather, as an introductory work, a reference tool to be used by adult educators at all levels, including classroom teachers, counselors, teacher trainers, University faculty, program administrators, and researchers.

An extensive search produced original documents from a variety of sources, among which were: U. S. Office of Education, USOE Summer Institute and Special Project Directors, Regional Program Officers, State Directors of Adult Education, University faculty, directors of teacher training centers, leaders of national adult education organizations, and the project Advisory Council and staff.

Abstracts were provided by the Research Information Center - Missouri Department of Education (Jefferson City); the ERIC Clearinghouse on Adult Education (Syracuse, New York); the National Multimedia Center for Adult Basic Education (Montclair State College, Upper Montclair, New Jersey), and a study undertaken by the Adult Education Association of the U.S.A., used by authors' permission in all cases. Abstracts not available from any of the above sources were written by project staff.

Entries are arranged by annual dates, and alphabetically where there is more than one entry per year, then numbered chronologically.

Since many of the listings do not identify a personal author, the title of the document, rather than the author's name, is used for alphabetizing. Following the 1972 entries is a section of abstracts for which no date was provided. Listings in the unannotated bibliography are organized in the same manner.

The Reference Key lists the abstracts in a cross-reference system, categorized according to focus or content, type of activity, and personnel trained.

The Review of Literature was distributed initially to approximately 650 individuals, institutions and organizations identified with the field of adult education. An enthusiastic response was received along with requests for over two hundred additional copies from persons who were not on the original mailing list.

Recommendation

The interest in this work would indicate that this information has not been similarly compiled before, or at least disseminated broadly, and that a need does exist within the field for such a service.

A more extensive and continuing effort should be made to gather the literature pertinent to Staff Development in Adult Education, and to disseminate it widely to those persons and institutions who could benefit from it.*

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*This is a designated responsibility of the Center for Resource Development in Adult Education recently established at the University of Missouri - Kansas City (Ed. 11/73)

PART II: STATE OF THE ART

This document reports the results of two phases of study: 1) a mail survey of State Adult Education Directors in the 50 states and U.S. territories, and 2) a mail survey of 160 teacher training programs throughout the country, as well as 25 federal programs with ABE monies.

Survey of State Directors

Summary

The primary purpose of the survey of State Directors was to determine the dollars expenditure on ABE teacher training by states and the Division of Adult Education, U. S. Office of Education; the number of ABE teachers trained in federal, regional, state and locally sponsored programs; and the cost per clock-hour of training in these programs.

The complete text appears in the Part II report and will not be repeated here. However, two basic concerns were highlighted: a system is needed to provide for the "counting of dollars spent for what" in ABE teacher training; and a system is needed to count participants accurately. Six recommendations are addressed to these two problems.

Recommendations

1. The responsibility for allocation of funds, planning of teacher training activities, supervising teacher training activities and record keeping including financial facts, personnel, program content and evaluation, should rest with the various Regional Staff Development Centers (Consortiums).*

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*There are ten Regional Staff Development Centers, one in each of the federal (HEW) regions in the country. Each works with the various states within the Region, on Staff Development concerns.

2. These Regional Staff Development Centers should have responsibility for keeping track of the number of teachers trained using the funds allocated in the particular region for that purpose. This information should reflect the regional teacher training activities separately from the state and local efforts. The records should be clear and unencumbered by qualifications as to their correct interpretation or meaning.

3. Regional Staff Development Centers should also record what type of training is being done, i.e. pre-service or in-service, and the content of the training programs. This evaluation function, if correctly carried out, would help the Center via the feedback mechanism to more effectively plan on a yearly basis to meet the needs with reference to type and content of training.

4. The Regional Center should be able to tell <u>how many times</u> a particular teacher receives training and <u>how many clock hours</u> of training each teacher receives. Use of computers and some type of enrollment system via central data processing would considerably simplify this task.

5. Likewise, the recording system should be able to account for the total number of clock hours of instruction (as contrasted with the more commonly used figure of "contact hours")per training program.

6. The total direct cost and total amount of cost sharing should be recorded for each training activity, and these figures should be kept for regional, state, and local teacher training programs.

Survey of Model Training Programs

<u>Summary</u>

The survey of 160 model training programs was conducted among those identified as outstanding by State Directors of Adult Education. Surveys were also sent to twenty-five federal agencies which have national programs in adult education.

Results of Phase Two indicated the difficulty in determining program success factors from mail survey questionnaires. Clearly, a variety of approaches to teacher training produce results in ways deemed to be successful. However, the failure of certain identifiable success-related

characteristics to appear gives rise to the suggestion that qualitative and subjective factors of implementation and instruction may be of primary importance, regardless of content, format, type of student or costs. There is a crucial need for further investigation into the qualities and characteristics of an effective ABE teacher, and the correlation between effectiveness in teaching and the kind and amount of training provided that teacher.

Recommendations

It is recommended that efforts be funded to seek out those unique qualitative and subjective factors that bring effectiveness to the structure and content of a training program. A criteria for such evaluation must be developed initially and the study addressed to such elements as subject matter competence, identification of values, factors of motivation and interpersonal competencies of staff.*

In regard to program development and implementation, the following is recommended:

1. That objectives for programs be clearly defined in advance of planning and articulated in terms that are measurable.

2. That program evaluations be conducted to determine the degree to which objectives are achieved, providing a more significant definition of the term "success".

3. That students' needs and involvement be given greater prominence in the planning and implementation of programs.

4. That colleges and universities, as the primary support and cooperation units, be given more substantial support and incentives to develop substantive and instructional resources to provide permanent and on-going contributions to teacher

*Study of this nature will be undertaken by the recently established Center for Resource Development in Adult Education, University of Missouri - Kansas City (Ed. 11/73)

training programs and needs in the states and regions.

5. That a uniform system of reporting for local programs be developed as a part of federal and state requirements for funding, and that data be collected by a central unit for periodic analysis and dissemination.

Survey of Federal Agencies

Summary

The final portion of the Phase Two survey was conducted among the twenty-five federal agencies which have adult basic education monies, and operate on a national level. The results were inconclusive, which was due, in the reasoning of the project staff, to the inappropriateness of the survey instrument.

Recommendation

This preliminary effort suggests that an in-depth study be made of the training needs and the capabilities of these agencies to meet such needs. Additionally, there is a need to establish communications and co-ordinating systems among federal agencies which operate on a national level, in order to best utilize the existing funds to train teachers in the field of adult basic education. If linkages were developed among these agencies, it is more likely that their combined efforts would far surpass present effectiveness in training.

PART III: SURVEY OF TEACHER TRAINING NEEDS

Summary

The third report issuing from the study is addressed to the needs in Adult Basic Education as perceived and reported by students, teachers and administrators in a national survey conducted during the Spring of 1972. Twenty-two sites in nineteen states were selected to provide a systematic random cluster sample from a frame of thirty-eight states with a student population reported to be 478,462. Each site was visited by a trained interviewer who administered the survey instrument to all students, teachers and administrators present in the program. In total the survey produced responses from 1182 ABE/GED students, 123 teachers and 22 local program administrators.

The sample provided considerable diversity in terms of geographic location, ethnic background, age, sex and level of achievement. Complete information on the design, drawing of the sample and analysis of data appears in the report document. Within the survey instruments, fifteen questions were coordinated among the three groups of respondents to provide comparative responses. Summaries of responses and comparisons are presented here.

Student vs. Teacher vs. Administrator Comparisons

1. From a statistical viewpoint, practically all the comparisons of views based upon the proportional distributions of responses over distractors were significantly different, as examination of Tables II, III and IV of Appendix A (Part III document) indicate. For reasons stated in the report, the importance of this statistical difference should probably not be overestimated.

2. There appears to be evidence of disagreement among groups on the objectives of ABE/GED programs.

3. There are differences of opinion among groups on who <u>should</u> formulate objectives for students in ABE/GED programs.

4. There are differences between administrators who, as a group, do not think it necessary to test students in order to place them at an appropriate level for instruction, and students, who do not think they would learn as much without such tests. The matter of attitude towards testing among the three groups warrants further research.

5. Attending students appear to have more positive attitudes concerning ABE/GEDprograms than do teachers. This may be a reflection of the nature of the attitudes of students in attendance, rather than students in general in these programs.

6. Attending students in ABE/GED classes believe subject-matter competency is the most important quality in a teacher. Response choices of teachers on this question did not match students' response choices.

7. Students, in general, tend to prefer traditional patterns of class organization and they prefer traditional types of instructional materials over the more "modern" alternatives included on the survey. Teachers and administrators agree.

8. Students prefer to work on an individual basis with the teacher and to work on individual assignments at their own rate. Only when students are working at advanced levels does there appear to be a trend to select group-type activities for learning in the classroom.

9. Students prefer to be grouped for instruction according to "everyone wants to get the same thing out of the class" (which implies interest), whereas teachers and administrators believe grouping students by achievement level is the best plan.

<u>Student Response</u>

1. In this survey more Orientals, Puerto Ricans and "Other Latins" tended to choose literacy education as what they wanted to get out of ABE/GED, while more Whites chose "pass GED".

2. Paid students chose "job placement" as a helpful service in ABE/GED proportionately more often than did non-paid students.

3. In this survey students in the age category "over 65" had markedly different response choices than did students in other age categories.

4. Equal proportions of male students in this survey tended to choose literacy training or GED training as what they wanted to get out of the program. Females chose GED training more frequently.

5. There is a suggestion that what beginning students like best about their favorite class is a friendly teacher, whereas advanced students like a competent subject-matter teacher best.

Comparisons of Teachers' and Administrators' Responses

1. Teachers and administrators appear to differ on the question of testing students for appropriate placement in the program.

2. Teachers think specially trained full-time ABE/GED teachers are most successful with ABE/GED students. Administrators think elementary teachers are most successful with these same students.

3. Almost half of the administrators in this survey feel that requiring certification of all ABE/GED teachers would eliminate many really good teachers. Less than 1/4 of the teachers feel that way.

4. Almost half of the administrators in this survey thought that courses to increase knowledge of subject matter would be the most useful kind of additional training for teachers. Only 12.2% of the teachers agreed.

5. The most popular training procedure for ABE/GED teachers chosen by administrators was college courses. Teachers, on the other hand, chose "workshops" of various kinds most frequently.

Recommendations

The analysis of Part III presented in the report document represents only one approach among several possible. Also, the quantity of data defies complete analysis in the time permitted within the grant period. It is recommended that further secondary analyses be made of available data results and also that a semantic analysis be made of the survey instrument in an effort to extract additional implications.

An additional survey should be made of programs in those states which were not represented in the sampling frame and comparisons made with data on hand.*

*Both of these recommendations will be acted upon as part of the activities of the Center for Resource Development in Adult Education. (Ed. 11/73)

PART IV: FINAL REPORT AND RECOMMENDATIONS

Eighteen months of effort spent designing this study, contacting adult basic education students, teachers, and administrators at all levels, collecting data, analyzing, and issuing reports must necessarily provide for staff personnel, both individually and collectively, a large and diverse array of information, impressions and questions that would be impossible to summarize completely in a single document at a particular point in time. However, in advance of the final recommendations offered in this Part IV of the study, it is deemed appropriate to discuss briefly some of the underlying thinking which prompts those recommendations.

Environment

The environment within which adult basic education currently lives and operates has already been reported as confused and difficult to study because of the lack of information. At the heart of the problem is the fact that ABE operates outside the regular institutional education system in the United States but is attached to and heavily influenced by it. The dichotomy is only occasionally recognized however, and is seldom accommodated.

Most obvious is the fact that adult basic education programs draw their administration and instructional staff from the ranks of the traditional public school system while their students are not of that system and indeed, may well be the rejects of it. The system provides little incentive or opportunity for the career staff person and must rely therefore on persons who must be part time in effort and too often, part time in commitment.

It might be noted however, that complete commitment on the part of the adult student is usually expected and his or her performance is evaluated upon that expectation. This study proceeded on the assumption that teacher training was important to effective ABE classroom instruction. This may be true, but this study has not established that as a certainty.

Because ABE is an external system, the idea arises that it might be most reasonable to recruit administration and instruction from outside the traditional system. Most teachers and administrators involved in ABE never lived in the world from which the adult student comes. The formal training of educators does little to prepare them for coping with adults, with diverse cultural behavior, or with non-traditional educational needs and systems. In the traditional system success in school is an end in itself. Among the disadvantaged, education is a means for reaching already established goals.

All of this is to say that professional educators have perhaps the wrong basic preparation and by experience establish habits and practices that may reduce their effectiveness as adult educators. Administrators of ABE programs are predominantly white and in their middle years professionally. (Part III report) There is no reason to assume that their attitudes and practices in operating adult programs are significantly different from those associated with traditional public school administration. Elementary teachers, viewed by administrators as the most likely ABE instructors, frequently build patterns of behavior that include condeseension, authority, favoritism for high achievers, and preference for students with values and behavior similar to their own.

Add to the questionable human factors the usual marginal attention

given to classroom facilities, materials, equipment and supportive services, and it is reasonable to assume that ABE will become truly effective only as it ceases to be an appendage of traditional public school education and fields its own corps of full time, trained and commited professionals who control to some measure the system in which they work.

Students

The adult student in ABE programs may be particularly exemplary of the life-long learning ideal held dear by most adult educators. He/She is not caught up so in the time frame which characterizes most traditional education; is not likely to feel under pressure for learning; is apt to view class attendance as a social as well as educational experience. This is in contrast to tradition, and perhaps teacher expectation, where emphasis is placed more on time of achievement than on degree of achievement. For the adult the experience is likely to be continuing education without a fixed pace or even level objectives.

The expectations and preferences of adult students, however, are for fairly traditional approaches to education. The role of the teacher, methods of instruction, educational objectives and materials used are expected to be similar to other and earlier experiences in school. Student involvement in planning and operating adult education is not a priority item among ABE participants but seems rather to be a part of the professional creed in adult education. It would appear that students will have to be educated in the concept of involvement if they are to play a significant role in the conduct of the system.

It may be also that relatively little literacy training is currently being conducted. The preponderance of adult basic education students re-

maining in most programs probably read at or above the third grade level and are, in effect, continuing their education. High attrition rates are characteristic of most ABE programs and little is known about those students who drop out. It is suspected, however, that they are frequently those with fewer skills and less achievement and who, indeed, teachers are less likely to be capable of helping. Studies should be made of the drop-out population so that a better understanding might be had of its needs and reasons for failure. Also, studies should be conducted among ABE programs that have minimum attrition to search out those factors which contribute to success in keeping students in the formal learning process.

That cultural differences exist among students and between students and program staff is scarcely a secret, and that they may make considerable difference is broadly acknowledged. What these differences are and what impact they may have on programs is not so well understood. The Survey of Needs showed some of these differences as reflected in responses of various ethnic group representatives. A significant percentage of American Indians indicated a desire to learn something to help them help others, while Mexican-Americans and other Latins emphasized preference for classes that prepared them for employment. Statistical treatment of the data indicated significant differences in responses among the three largest ethnic groups, Caucasian, Negro and Mexican-American; but the full import must still be discovered. It may be important to consider in subsequent analyses that Caucasians and Negros share a totally American culture while Mexican-Americans and American Indians are influenced by cultures other than that dominant in the society.

Models

Another issue calling for brief attention is that of model building in adult basic education. The search for models is a scholarly preoccupation and, to be sure, is useful to a degree. However, there is no short supply of models in ABE any longer and as a quick survey of the literature indicates, little new theory or material is being added to the field. Rather, basic models are being renamed, re-explained, divided and sub-divided again.

Two contributions need making. First, is an understanding or definition of model types. Within ABE there are requirements for both administrative and program models. The one has to do with organization and the other with instruction. Administrative models are relatively easy to effect. Program models, on the otherhand, while useful for planning, apparently have little to do ultimately with effective and successfully implemented programs. Effective programs seem to generate from effective people and the keys to successful ABE teacher training and classroom instruction are in the performances of trainers and teachers. The most critical needs of the field have to do with discovering the appropriate behaviors and finding ways to help teachers adopt those behaviors. There is reason to believe that most programs will succeed if staffed by effective people.

RECOMMENDATIONS

The final section of this report is comprised of a series of four major recommendations to the U. S. Office of Education, Division of Adult Education Programs, which are intended to influence future allocations of funds. They suggest primarily the establishment of organizations or systems which are not in themselves the answer to the many problems of the field but which can provide mechanisms through which these problems may be addressed. It would be among the purposes of these mechanisms to consider the other recommendations generated by this study and to devise means by which necessary information can be gathered and appropriate action initiated.

The basic recommendations are as follows:

1. Establish a permanent data bank and retrieval system for Adult Basic Education teacher training.

2. Continue Regional Staff Development Centers for the next five years, under the current matching fund ratio.

3. Establish National Training Centers to provide career education for ABE personnel.

4. A major national thrust during the next five years should be the development of leaders and decision-makers in Adult Basic Education from among minority group members.

These recommendations are explained in greater detail on the pages which follow. For each recommendation, purposes and rationale are described, and suggestions are made for implementation procedures and administrative and training models.

RECOMMENDATION I

Establish a permanent data bank and retrieval system for Adult Basic Education teacher training.*

Purposes

1. Retrieve, store and disseminate data pertinent to teacher training.

   a. Provide periodic review of current literature. The Review of Literature compiled by the project staff will serve as a starting point. Further data needs to be collected, categorized, and abstracted; this should be done on a periodic basis, with updated reviews being issued annually.

   b. Develop standardized reporting forms and procedures in order to keep current and accurate records of training activities on federal, regional and state levels.

   c. Make available data on training needs, obtained through surveys in regions and/or states.

2. Provide technical assistance to regional and state training programs.

   a. Design survey and evaluation instruments; recommend procedures so that regional and state training directors can determine training needs within their own geographic areas.

   b. Provide recommendations as to efficacy of certain training models in terms of cost and quality.

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*This has been established as a part of the Center for Resource Development in Adult Education at the University of Missouri - Kansas City (Ed. 11/73)

Rationale

1. A single resource center for adult educators concerned with teacher training is needed to provide current and consistent data for the field. During recent years, much research has been done, numerous proposals and reports written, and a variety of teacher training activities have been undertaken in Adult Basic Education. However, the data is scattered, and for the most part, remains within the institutions and agencies where it originated. A resource center would serve to identfiy such data and make it available to the field.

2. This type of technical assistance is not presently being provided by any other institution or agency, and is not within the scope of work of the U.S. Office of Education.

3. If state and regional training directors can be provided with valid and reliable data, they will have a much better basis for evaluation and future planning of training activities.

Implementation Procedures

Suggested procedures for implementing the above recommendations are outlined below, in a two-phase, two-year program.

Phase I: Planning (First Year)

A. Select an institution with the necessary capabilities to develop such a resource center. This implies a certain commitment on the part of the institution and staff, as well as physical facilities and access to computers and programmers.

B. Develop communication systems among the U.S. Office of Education (Adult Education Division), Regional Staff Development Centers, and the institution where the data bank will be housed. Coordinate efforts to arrive at a common core of data which will be of use to the concerned parties, and which is not presently available to them.

C. Develop standardized reporting forms and record keeping systems which will ensure obtaining the

desired data in a consistent manner. Plan to computerize the forms and all data obtained from them.

D. Establish a system for collecting data other than reports of training activities (i.e., research, literature).

Phase II: Operation (Second Year)

A. Begin to collect data to update the literature review. Computerize data so that it is readily available. Devise dissemination system.

B. Install computer terminals at USOE Adult Education Division offices and Regional Staff Development Centers so that data is easily accessible to them.

C. Provide technical assistance to regions and states as requested, within the scope of work outlined during the planning stages.

RECOMMENDATION II

Continue Regional Staff Development Centers for the next five years, under the current (2:1) matching fund ratio.*

Purposes

1. To distribute USOE 309(c) teacher training monies in a way that best meets regional, state and local needs.

2. To provide the structure for short term teacher training, continuous, readily available pre-service and in-service training on regional, state and local levels.

Rationale

1. In response to a question included in the survey of State Directors (pp. 13-14, State of the Art), approximately 80% of all Directors indicated that they were in favor of regional distribution of 309(c) teacher training monies, because they felt that the regional structure would best meet local training needs.

2. This would centralize and better utilize training monies which are now distributed among a number of summer institutes and regional and state activities, some of which are duplicating efforts, and others which are so dissimilar that they fail to meet particular training needs.

3. The need for continuous, readily available pre-service and in-service teacher training is due to the high turnover of part-time teachers (which is characteristic of thefield).

4. With the anticipated increases in ABE program monies and the resulting increase in the number of classroom

*During FY '72, USOE agreed to provide funds to regional consortiums on a 2:1 ratio providing two-thirds of the total cost of regional training efforts. Plans for FY '73 would match funds on an equal basis, or a 1:1 ratio; and in FY '74, the region would provide two-thirds of training costs, with USOE assisting on a 1:2 ratio.

teachers, as well as new legislation which will produce a new category of teachers (high school equivalency, GED), the quantity and quality of teacher training can only be maintained if USOE continues the 2:1 funding ratio, rather than provide a decreasing proportion of matching funds to regions per year.

Implementation Procedures

At the time the Feasibility Study of Teacher Training was initiated, a decision had been made by USOE to fund regional training consortiums for a three-year period. These consortiums are presently operating in each region, under a variety of structural patterns.

The following suggestions are made, therefore, in view of the above, and are intended to provide guidelines wherever regional directors feel changes could be made to improve their efforts. On the basis of observation, investigation, and review of current literature in the field, the following general designs are recommended to serve as (1) an administrative model for the regional centers and (2) a training model.

Administrative Model*

A. Rationale

The training needs of ABE personnel can more adequately be met by a regional system which coordinates the resources of the State Departments of Education, specific institutions of higher learning and staff from many local ABE programs.

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*Adapted from basic administrative structure of the Region IV Southern Regional Education Board, Atlanta, Georgia.

B. Development Process

1. Selection of an institution which has an interest in and commitment to adult education, as well as experience in the coordination of efforts between educational agencies.

2. The establishment and continuation of dialogue among state directors of adult education and other adult educators within the region.

3. The development and acceptance of complementary roles among the above-mentioned agencies, in order to provide quality training.

4. The determination of initial training needs and the establishment of a system to continually reassess the changing patterns of needs.

5. The identification of available resources to meet these needs.

C. Structure/Organization

1. Regional

The administrative staff of the regional training center plans and coordinates activities with the State Adult Education Directors from each state within the region, or representatives chosen by them.

2. State

The key coordinator for each state is the State Director of Adult Education.* A state training plan is developed through the joint efforts of members from the State Department of Education staff, representatives from institutions of higher learning, teachers and administrators from local ABE programs, and adult students.

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*Since this recommendation was first made, there has been established within each state the position of State Staff Development Coordinator, to provide an appropriate person to act as a liaison between the Regional Staff Development Center and the State Education Departments. (Ed. 11/73)

D. Expected Results

1. The development of State Departments of Education into a key role of identifying training needs and assisting other agencies to meet these needs.

2. The development or expansion of undergraduate and graduate courses in adult education and the offering of graduate degrees in adult education.

3. The development of resource people on the college and university campus which can provide continuous consulting services to local ABE programs.

4. The development of capabilities at the local level to establish training programs to meet many of the local training needs.

Training Model*

A. Rationale

ABE personnel, if carefully selected, can become competent teachers or teacher trainers in a short period of time, when that which they are being trained for is sharply defined, and when they can practice and master the techniques they will be using.

B. Development Process

1. Narrowly define the focus of the subject matter to be taught. This is better than general focus for short term in-service and pre-service training programs.

2. Use training strategies which can be replicated by the person being trained. Methods used in training should be the same methods you wish the trainee to use when teaching adults or when training other teachers. Practical application of learned skills is essential.

3. Structure the environment of the training program so that it resembles the desired structure of the learning environment in the ABE classroom. If you want teachers to establish a positive feeling in the classroom, then the environment of the training must also be positive.

4. Establish a follow-up procedure which will permit the trainees to practice and disseminate what they have learned. The efficacy of the training model is determined by whether or not, in total or in part, the model replicates itself.

C. Structure/Organization

1. The structural model itself may vary according to need. The efficacy of this recommendation is not restricted by the schedule or its duration.

D. Expected Results

1. Personnel who have been trained in and clearly understand a specific task.

2. Personnel who can model the kind of classroom behavior identified as essential by the training staff.

3. Personnel who will replicate what they have learned in their own local programs, whether by conducting a similar training activity or using new techniques and skills in the classroom.

*Adapted from Summer Institute training models from the University of Missouri-Kansas City (Reading,1970)and the State Univ. of N.Y. at Albany (Curriculum Development, 1970-72).

RECOMMENDATION III

Establish National Training Centers to provide career education for ABE personnel:

1. Cultural and Ethnic Understanding*
2. Curriculum Development
3. Literacy Education

Purposes

1. To meet national training needs not presently being met by federal, regional or state efforts.

2. To meet long-term needs for trained ABE personnel, by training leaders and teacher trainers who will then provide quality training on a local, state, and/or regional level.

3. Develop and expand the concept of career education and Adult Basic Education as a valid career choice.

4. Provide leadership training opportunities for individuals who are working outside of the formal educational structure.

Rationale

1. Students on Level I (Equivalent to 0 - 4 grade level) respond differently than students at higher levels. (See Part III report document) Teachers need to have special training if Level I students are to be reached.

2. If teachers and other ABE personnel receive training in curriculum development which is based on adult learning, more of the adults' needs will be met.

3. Since regional staff development centers are designed to meet short-term teacher training needs, national efforts can best be directed towards the long-range goals of training career ABE personnel who can make valuable and more widespread contributions to the field.

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*Based on this recommendation, a one-year planning grant has been awarded to the Phelps-Stoke Fund, N.Y., N.Y., to establish an "Adult Education Program for Cultural and Ethnic Understanding". (Ed. 11/73)

4. A mechanism is needed whereby the adult education field can provide career opportunities for the necessary numbers of people both inside and outside the formal educational structure who will be needed in order to help effect significant changes in the lives of the undereducated population.

Implementation Procedures

1. The National Centers could be established at different times, according to a priority list of needs.

   A. Literacy Education

   B. Curriculum Development

   C. Culture and Ethnic Understanding

2. Recommend that USOE make a five-year funding commitment for each center, under a two-phase plan.

   Phase I: Planning (One Year)
   Phase II: Implementation (Four years)

3. On the basis of observation and review of the literature, the following models are recommended for administration of the National Centers, and for the training conducted by them.

Administrative Model*

A. Rationale

The establishment of discipline-oriented national training centers will create a mechanism for training personnel, conducting studies, and disseminating information in an assigned discipline for professionals in the field of adult basic education.

B. Functions

The National Centers will have three separate but interrelated functions:

1. Training

Training will be provided at all levels of sophistication and will afford the opportunity for a person to enter the discipline at any level and follow a career ladder based on his interest and motivation.

2. Applied Research and Development

The research in this function of the national center will only be "applied" in nature. Research will be undertaken solely when it is necessary to find new knowledge or to test a hypothesis, the results of which are needed in order to improve training strategy and/or to contribute to the sophistication of the field of adult basic education.

3. Dissemination

Training and research without dissemination will have limited value. The purpose of this section is to transmit information to the field of adult basic education.

C. Expected Results

1. The national centers will address themselves to national thrusts rather than to regional and local needs.

2. They will provide continuous training on a year-round basis, thus providing career opportunity training at all levels.

3. The national centers will develop the role of the specialist (discipline-oriented) rather than the generalist, which is being fulfilled by the Regional Staff Development Centers.

4. By establishing both types of centers, a more complete and balanced training effort can be achieved.

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*Adapted from model of a national reading center proposed by University of Missouri - Kansas City in 1971

Training Model*

A. Rationale

The establishment of discipline-oriented national training centers in adult basic education would provide the field with a referral and resource center where all that is known about a particular discipline could be assembled and then transmitted via a training structure to professionals in adult basic education programs.

B. Structure/Organization

1. Each center will have a full time training staff in order to provide year-round training services.

2. Training at each center will be developed for paraprofessionals, teachers, counselors, and administrative personnel in both public and private agencies who are concerned with adult basic education.

3. Training will be divided into a series of campus and off-campus activities. The training staff will be highly mobile, and can take the training programs to agency sites to provide local seminars, workshops and institutes tailored to special needs.

C. Training Strategy

The training strategy will emphasize the attainment of specific capabilities. Each outcome should be conceptualized in terms of a desired level of development, ranging from an understanding or knowledge level to application capabilities or demonstrated proficiency in performing specific instructional procedures. To achieve this level of competency the training sequence should follow these steps:

1. Understanding the concept

2. Simulated activities to develop initial proficiency

3. One-to-one practicum experience to extend the performance capability

4. Actual classroom practicum.

This sequence of activities increases the probability that adult basic education personnel will employ a particular technique.

Training sequences should also be designed in terms of the level of on-the-job application. Therefore, the training sequences for supervisors are for the most part viewed as separate and distinct programs. Some topics may be similar to the teacher sequence, but the level and perspective would differ.

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*Adapted from training design used by AMIDS (Area Manpower Institutes for Development of Staff).

RECOMMENDATION IV

A major national thrust during the next five years should be the development of leaders and decision-makers in Adult Basic Education from among minority group members.

Purposes

1. To provide career education and opportunities for minority group members who presently do not have such choices available to them.

2. To provide financial assistance or subsistence in sufficient amounts to encourage and enable minority group members to pursue careers of leadership in ABE.

Rationale

1. The sampling of administrators, teachers, and students surveyed as to training needs indicated that the ratio of minority group administrators to ABE students is out of proportion. Example: The majority of administrators (64%) were White (Caucasian), while 42% of the student population was Black, (Negro), and a total of 68% of all students were classified in groups other than "White". Also, the majority of students were (63%) female, while 86% of administrators were male.

2. Decisions regarding Adult Basic Education students, the majority of whom are members of a minority group (Whether racial/ethnic, socio-economic, or based on sex) are consistently being made by local, state and regional administrators who are primarily white, middle-class males. The need for changing this is rooted in the fact that large groups of people in a democratic society are having decisions made for and concerning them, by other people who represent a different value system. If this is to change, so that minority groups are able to make significant decisions about their own population, it must be considered a national thrust, and much effort and money must support it on a national level.

3. Since most minority group members have been hindered in pursuing career education due to financial problems, financial assistance must be provided at the level of a living wage. They must be virtually free from worry about overwhelming financial problems while devoting full-time to study; assistance in the amount of normal scholarships does not come close to meeting this need.

Implementation Procedures

1. Establish (and/or select) national training centers which have specific capabilities of training minority leaders in ABE.

2. Develop systems of communication with minority groups, in order to inform them of career opportunities and to begin to identify potential leaders in the field who can benefit from specialized training.

3. Plan and implement a subsistence stipend, to make professional preparation feasible for minority group members.